

Every Student Succeeds Act (ESSA)

Oregon Department of Education

December 21, 2015

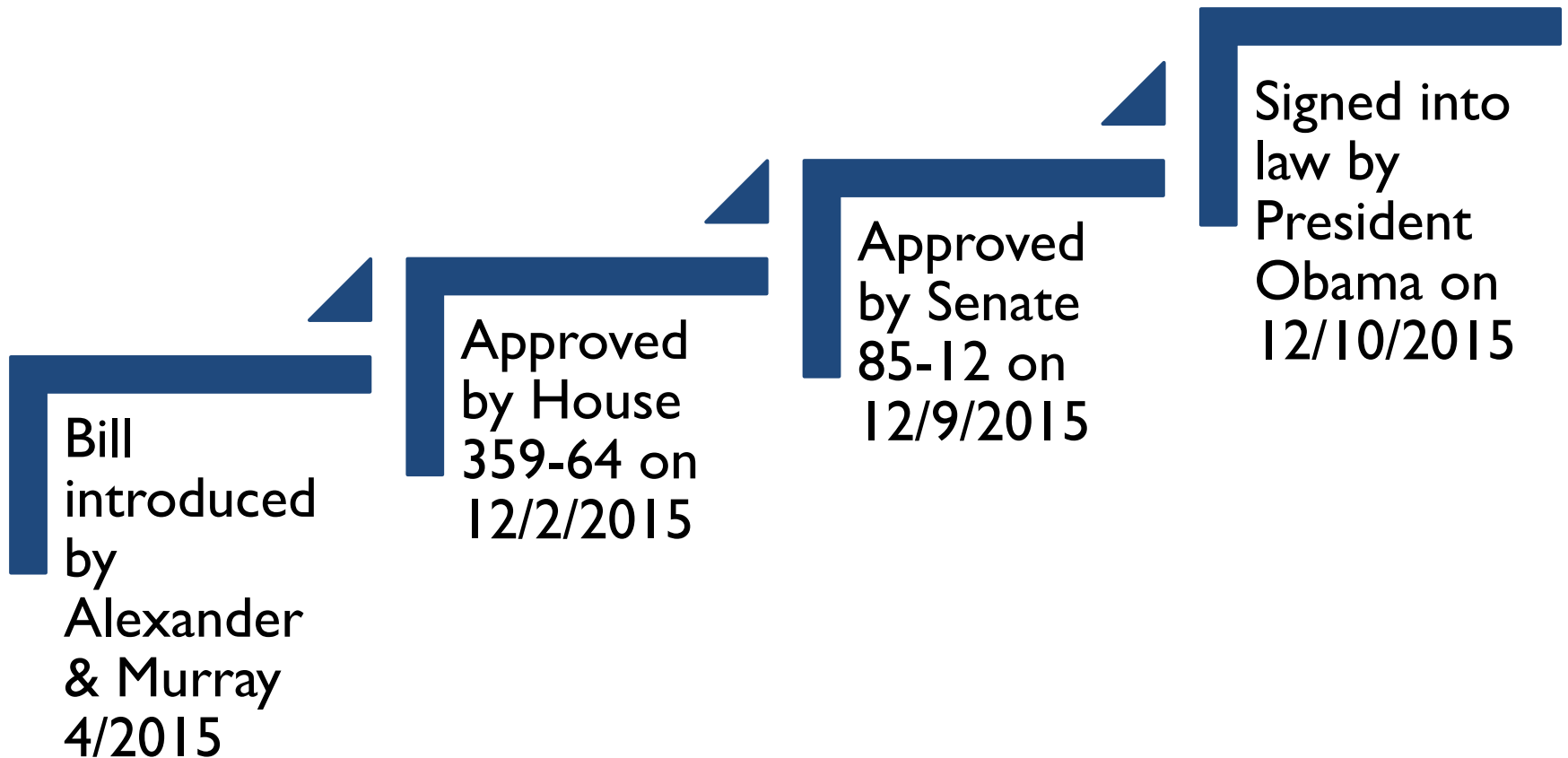


DEPARTMENT OF
EDUCATION

ESEA Reauthorization

- ▶ The Every Student Succeeds Act (ESSA) reauthorizes the **Elementary and Secondary Education Act (ESEA)** and replaces the No Child Left Behind (NCLB) Act.
- ▶ Reauthorization period FY2017 thorough FY2020.

Every Student Succeeds Act



Major ESSA Timelines

ESEA Waivers null and void August 1, 2016

- Continue to support focus/priority schools that fail to meet exit criteria in 2016-17 SY.
- State law & OARs (SB 290 - educator evaluations) remain in effect.

New accountability requirements take effect in 2017-18 SY

Federal Grant Programs

- Noncompetitive formula grants effective July 1, 2016.
- Competitive grants effective October 1, 2016.

Federal Rulemaking by the U.S. Department of Education

- Draft regulations December 2015 - May 2016.
- Public input on draft rules May 2016 (60 days).
- Review comments, draft final regulations July – October 2016.
- Publish final regulations October 26, 2016.

Oregon's Rollout Timeline

2015-16 School Year

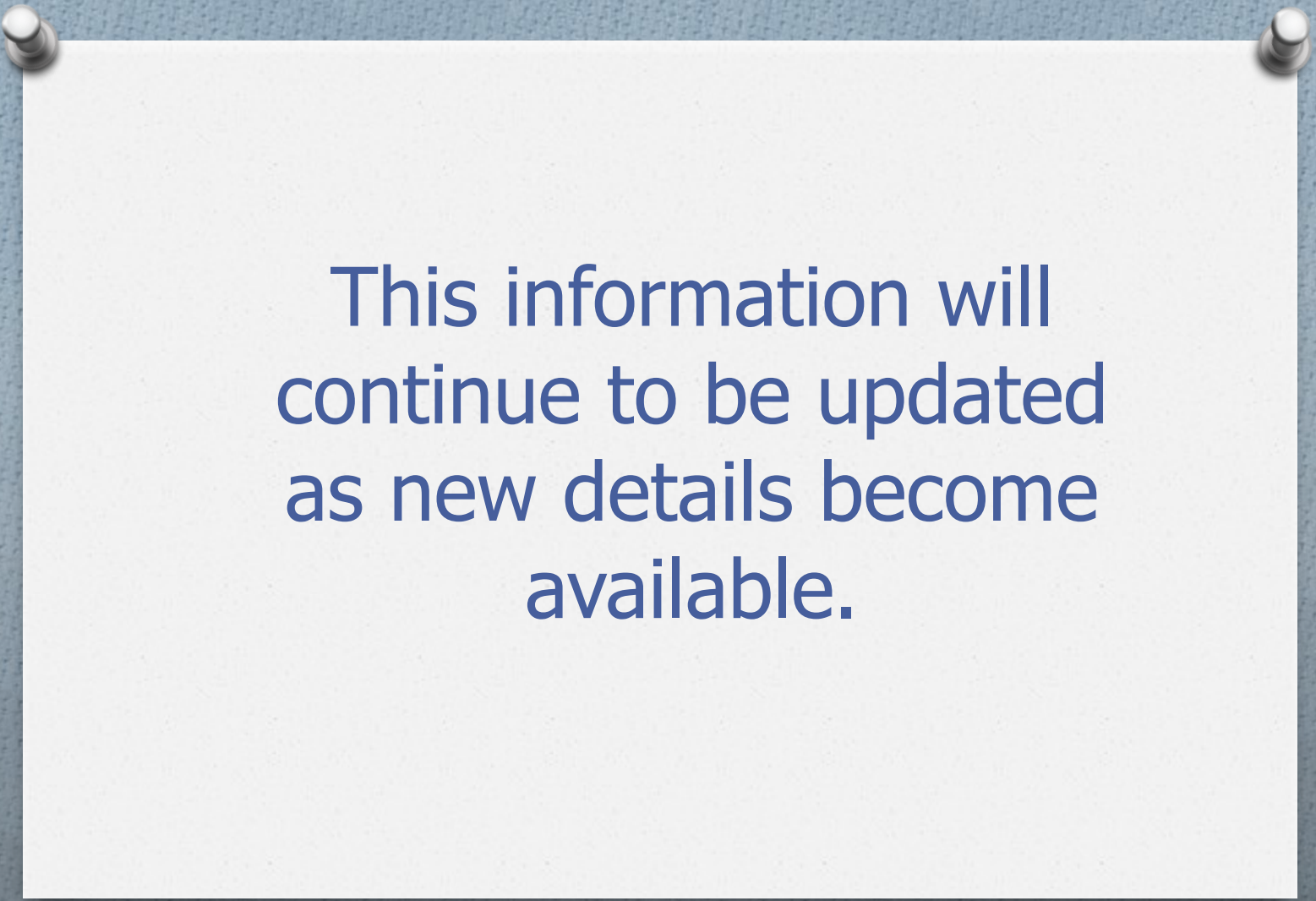
- ODE will communicate transition plans in January.
- ODE establish stakeholder work groups in January-February.
- Convene stakeholder workgroups February-June to begin developing Oregon's State Plan.

2016-17 School Year

- Transition year to develop policy, guidance, OARs based on final regulations from USED.
- Finalize State Plan and submit to USED for approval.

2017-18 School Year

- Implementation of accountability system identified in State Plan.



This information will
continue to be updated
as new details become
available.

Standards

NCLB

- ▶ Title-IA funding required standards in reading, math, and science at all grade levels.

ESSA

- ▶ Requires states adopt challenging standards in reading, math, and science.
- ▶ Levels of achievement aligned with entrance requirements for higher education and CTE institutions.

Assessments

NCLB

- ▶ Title I-A funding required state testing in reading and math annually in grades 3-8 and once in high school; and in science annually in grades 3-5, 6-8, and 10-12.

ESSA

- ▶ Same testing requirements
- ▶ Allows states to use a single annual summative assessment or multiple interim assessments that result in one summative score.
- ▶ Allows districts to use other nationally recognized tests in high school, approved by the state.

Assessments cont.

NCLB

- ▶ Title I-A funding allowed states to administer alternative tests to students with disabilities; to be used by no more than 1% of the students being assessed.
- ▶ Required states to administer assessments to at least 95% of each student subgroup.

ESSA

- ▶ Allows states to administer alternate tests for students with the most significant cognitive disabilities; 1% cap still applies.
- ▶ Maintains 95% participation requirement but state creates its own “opt out” policy and decide how to include in its accountability system.

Accountability

NCLB

- ▶ Title I-A funding required that 100% of students be proficient in reading and math by the end of the 2013-14 SY.
- ▶ Required that schools make adequately yearly progress (AYP) for all students and subgroups.

ESSA

- ▶ Replaces AYP with a state-defined system; states must include:
 - ▶ Long term and interim goals for all students and subgroups on:
 - ▶ Academic achievement on state assessments,
 - ▶ Graduation rates, and
 - ▶ English language proficiency for English learners (EL).

Accountability cont.

ESSA

- ▶ State-defined system includes the following indicators:
 - ▶ **Academic Indicators**
 - ▶ State tests (ELA/math).
 - ▶ Student growth or other statewide academic indicator.
 - ▶ Graduation rates for high schools.
 - ▶ English language proficiency (ELA/math).
 - ▶ **School Quality or Student Success Indicators**
 - ▶ At least one indicator, determined by the state, e.g. student engagement, access to advanced coursework, school climate, or other.

Accountability cont.

ESSA

- ▶ **Weighting the Indicators:**
 - ▶ States decide how much the individual indicator will count.
 - ▶ “Substantial weight” is required for Academic Indicators, and in the aggregate, be given “much greater weight” than the “other” measures of school quality or student success.
 - ▶ States decide how the 95% participation rate is factored into the accountability system.
- ▶ Based on the performance of schools and subgroups on the indicators, states are required to “meaningfully differentiate” all public schools on an annual basis.

Accountability cont.

NCLB

- ▶ Title I-A funding established student subgroups for accountability and data disaggregation, including:
 - ▶ Economically disadvantaged.
 - ▶ Limited English language proficiency.
 - ▶ Students with disabilities.
 - ▶ Major racial and ethnic groups as determined by the state.

ESSA

- ▶ Same as NCLB with three additional subgroups for data reporting only:
 - ▶ Homeless status,
 - ▶ Students with parents in the military, and
 - ▶ Students in foster care.
- ▶ Shifts the accountability for English language learners from Title III into Title I.

Report Cards

NCLB

- ▶ Required publicly available annual State Report Card that includes:
 - ▶ Data on student achievement at each grade level disaggregated by subgroup,
 - ▶ Comparison of state's actual achievement to its objectives,
 - ▶ Percentage of students not tested,
 - ▶ State's achievement trends over two years,
 - ▶ Other indicators used to determine AYP,
 - ▶ Graduation rates,
 - ▶ Info on Highly Qualified Teachers, and
 - ▶ Other information as determined by the state.

ESSA

- ▶ Requires publicly available annual **State Report Card** that includes:
 - ▶ A description of the state accountability system, including indicators and weights,
 - ▶ Schools identified as in need of support and improvement,
 - ▶ Student performance disaggregated by subgroup,
 - ▶ NAEP results,
 - ▶ Student state test participation rates,
 - ▶ Performance of EL students,
 - ▶ Date from Civil Rights Data Collection survey,
 - ▶ Teacher qualifications,
 - ▶ Per-pupil expenditures fed, state, local funds,
 - ▶ Number and % students taking alternative assessments, and
 - ▶ Postsecondary enrollment.

School Improvement

NCLB

- ▶ Triggered corrective action for schools that failed to meet AYP in consecutive years, with annually escalating interventions.
- ▶ Identification for school improvement, corrective action, restructuring, public school choice, and supplemental educational services.
- ▶ Required states to reserve up to 4% of Title I-A funds for School Improvement.

ESSA

- ▶ At least once every 3 years, states must identify and intervene in the bottom 5% of lowest performing schools, and high schools where grad rate is <67%.
 - ▶ Districts develop a **Comprehensive Support and Improvement** plan for schools identified; approved and monitored by the state.
 - ▶ State sets exit criteria and determines action if not met.

School Improvement cont.

ESSA

- ▶ States must annually notify districts when one or more subgroups of students is consistently underperforming.
 - ▶ Schools implement **Targeted Support and Improvement** plans, approved and monitored by the district.
- ▶ School Improvement Grants (SIG) are eliminated.
 - ▶ States must reserve 7% of its Title I-A allocation for school improvement to serve schools implementing comprehensive support and improvement or targeted support and improvement activities.

School Improvement cont.

ESSA

- ▶ States may reserve up to 3% of their Title I allocation to provide grants to districts for “direct student services” to pay costs associated with:
 - ▶ Enrollment in advanced courses.
 - ▶ Enrollment in CTE courses leading to an industry credential.
 - ▶ Credit recovery and acceleration courses leading to diploma.
 - ▶ AP and IB.
 - ▶ Academic tutoring.
 - ▶ Transportation to allow a student to transfer to another public school.

Teacher and Leader Effectiveness

NCLB

- ▶ Required 100% of teachers in core academic subjects to be “highly qualified.”
 - ▶ BS degree,
 - ▶ Demonstrate subject-matter knowledge in subject they teach, and
 - ▶ Hold certification or license in subject they teach.

ESSA

- ▶ Eliminates highly qualified teacher (HQT) requirements.
- ▶ Requires state to provide assurances that all teachers and paraprofessionals in Title 1-A funded schools meet state certification and licensure requirements.
- ▶ Districts must report experience, credentials, teaching out of field in the Report Card; disaggregated by high/low poverty.

Teacher and Leader Effectiveness cont.

NCLB

- ▶ The ESEA waiver for NCLB required states to develop teacher and principal evaluation and support systems that included state assessments as a measure of student growth in tested grades and subjects (ELA/math; grades 3-8 and high school).

ESSA

- ▶ Does not require teacher or principal evaluation systems.
 - ▶ But if Title II funds are used to create or change evaluation systems, they must be based “in part” on evidence of student achievement, which may include student growth; must include multiple measures of educator performance; and provide clear, timely, useful feedback.

Note: State law (SB290) and Oregon Administrative rule remain in effect.

Teacher and Leader Effectiveness cont.

NCLB

- ▶ Title II-Part A formula grants to states:
 - ▶ Up to 5% for state level activities and 1% for state administration.
 - ▶ Not less than 95% for sub grants to LEAs.
- ▶ Allocated Title II funds to states based on 65% of its school-age population living in poverty.

ESSA

- ▶ Changes the Title II-A formula to 80% based on school-aged population living in poverty, phased in over four year.
 - ▶ Ensures that states receive funding reflective of their population of students in poverty.
- ▶ States may reserve an additional 3% of LEA sub grants to support principals and other school leaders.

Teacher and Leader Effectiveness cont.

ESSA

- ▶ Title II-Part B reserved for “national activities” grants:
 - ▶ Teacher and School Leader Incentive Program.
 - ▶ Literacy Education for All, Results for the Nation.
 - ▶ American History and Civics Education.
 - ▶ Programs of National Significance.
 - ▶ Supporting Effective Educator Development.
 - ▶ School Leader Recruitment and Support.
 - ▶ Technical Assistance and National Evaluation.
 - ▶ Stem Master Teacher Corps.

Well-Rounded Education

NCLB

- ▶ Title IV-A funding included a variety of programs and funding authority to support a well-rounded education, including arts education, school counseling, physical education, and 21st century learning community centers.

ESSA

- ▶ Eliminates 50 individual programs and creates new a block grant.
 - ▶ Funds for **Student Support and Academic Enrichment** grants for:
 - ▶ Well-rounded education - e.g. counseling, music and arts, accelerated learning, STEM...
 - ▶ Safe and healthy students.
 - ▶ Effective use of technology.
- ▶ Continues **21st Century Community Learning Centers** as a stand-alone program.
- ▶ Authorizes Family Engagement Centers.

Other Provisions in ESSA

- ▶ Reauthorizes
 - ▶ Title III, English Language Learners grant program.
 - ▶ Magnet Schools program.
 - ▶ Charter Schools.
 - ▶ Indian, Native Hawaiian, and Alaska Native Education.
 - ▶ Impact Aid.
 - ▶ Homeless Education of the McKinney-Vento Act.
- ▶ Authorizes **Preschool Development Grants** funded through the Department of Health and Human Services and jointly administered by the Secretary of Education.

ESSA Resources & Links

Oregon Dept. of Education

- ODE's Summary of ESEA Reauthorization framework
- <http://www.ode.state.or.us/search/page/?id=3475>

ESSA bill

- Please note that it is 391 pages
- [Every Student Succeeds Act](#)

US Dept. of Education

- <http://www.ed.gov/ESSA>

Education Week

- Article by Alyson Klein
- [ESEA Reauthorization: ESSA Explained](#)

Please send ESSA questions to
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